

## Coonamble Public School Preschool



### Preschool Self Assessment & Continuous Improvement Procedure

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<b>NQS: 7.1 and 7.2</b>  <b>Law Section:</b>  <b>Regulations: 55 and 56</b>	Leading and Operating Department Preschool Guidelines  <a href="#">School excellence procedure [PDF 289 KB]</a>	ACECQA information sheets: <ul style="list-style-type: none"><li>· <a href="#">Practical ideas to support continuous quality improvement</a></li><li>· <a href="#">Using complaints to support continuous improvement</a></li><li>· <a href="#">Developing and reviewing your Quality Improvement Plan (QIP)</a></li><li>· <a href="#">Reviewing Your Service Philosophy</a></li></ul>

### Responsibilities

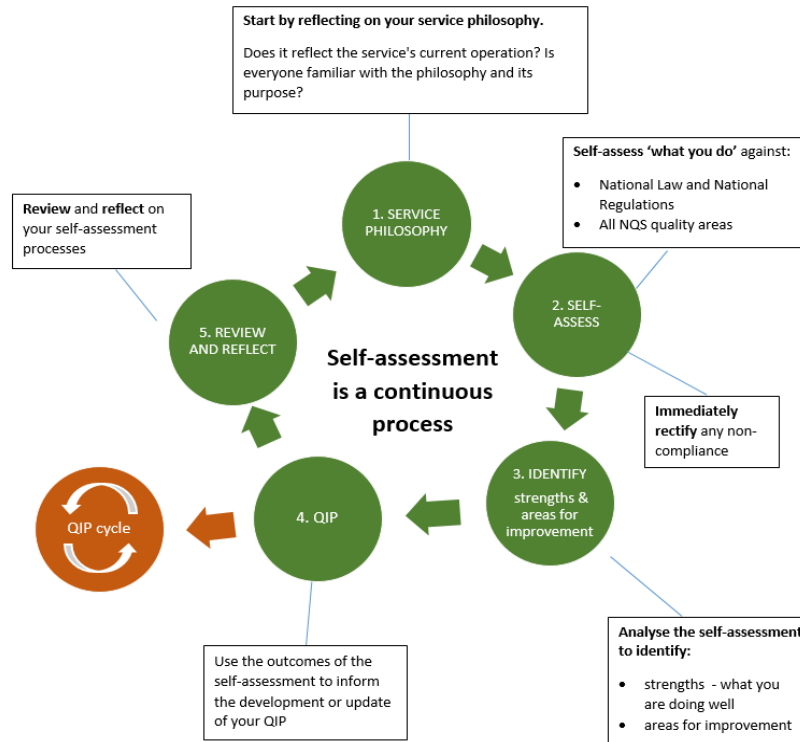
<p><b>School principal</b></p>	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> <li>● the preschool is compliant with legislative standards related to this procedure at all times</li> <li>● all staff involved in the preschool are familiar with and implement this procedure</li> <li>● all procedures are current and reviewed as part of a continuous cycle of self- assessment.</li> </ul> <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
<p><b>Preschool supervisor</b></p>	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This could include:</p> <ul style="list-style-type: none"> <li>● analysing complaints, incidents or issues and the implications for updates to this procedure</li> <li>● reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities</li> <li>● planning and discussing ways to engage with families and communities, including how changes are communicated</li> <li>● developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>
<p><b>Preschool teacher(s) and educator(s)</b></p>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> <li>● all staff in the preschool and daily practices comply with this procedure</li> <li>● this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers</li> <li>● they are actively involved in the review of this procedure, as required, or at least annually</li> <li>● details of this procedure's review are documented.</li> </ul>

## Procedure

## Introduction

Engaging in continuous improvement means regularly making informed changes to operations and practices (big and small), resulting in improved outcomes for children.

CPS Preschool follows the below cycle of quality improvement.



Continuous improvement is a collaborative effort which involves the preschool staff, the leadership team, the children and the preschool families.

## Philosophy review

The philosophy is a statement of the values and intent of a preschool community. The CPS Preschool philosophy guides all aspects of our service's operations outlining the purpose and the principles under which the service operates.. It is consistently reflected in preschool operations and the practices of all educators, supports the school vision statement, includes the children's voices and contains input from the preschool families.

- is reviewed collaboratively (no time-frame is specified in the regulations, so this should be done as needed)
- is easy to understand
- is accessible to all families and the school staff
- reflects the guiding principles of the NQS, being;
  - the rights of the child are paramount
  - children are successful, competent and capable learners

- equity, inclusion and diversity underpin the program and operations
- Aboriginal and Torres Strait Islander cultures are valued
- the role of the family is respected and supported
- best practice is expected in the provision of education and care services.

Reviewing the philosophy ensures it meets the needs of the service and all current stakeholders. With changes in children and families at the service, as well as educators, leadership and management, it is essential that the philosophy is a 'living' document.

Steps to reviewing the preschool philosophy

1. Discuss the school [vision/mission statement](#) (located in the CPS school plan)
2. Critically reflect on the existing philosophy. Is it still relevant?
3. As a staff compare personal educator philosophies and collate common themes.
4. Survey families as to what they value and believe in regards to preschool and how staff should be meeting the needs of the children.
5. Survey children as to what they feel is important to them about preschool.
6. Develop a shared vision. Reflect on how this might be achieved. Use the below table for reflection.

Why?	How?	What?
Philosophy	Practice	Principles
Why do you do what you do?  Who is benefiting?  Why is it important?	How does your philosophy shape and guide the operation of the service?  What practices are embedded in the service that promote the service's values and beliefs?  How do you involve children in the process of reviewing the philosophy?	What is achieved?  What are the outcomes for the children, families, educators and the community?

7. Decide on what the philosophy should say and how it should look- Taking into consideration families and children and the preschool context.
8. Draft the philosophy and present to preschool families and children for feedback and support.
9. Present at CPS Parent and Community (P&C) Meeting, the Aboriginal Education Consultative Group (AECG) and the School Reference Group (SRG) and discuss and act on feedback.
10. Set time frames for the next review
11. Communicate the reviewed philosophy via Kinderloop and the CPS Facebook page

12. Display the philosophy in the preschool foyer with evidence of practice in pictures surrounding it

**Self-assessment**

All preschool staff including the Executive Principal (Nominated Supervisor) attend a meeting held fortnightly from 12.10pm - 1pm. This is part of the whole school planning and timetable. During this meeting time the preschool staff use the DET self reflection document and the sample questions within the National Quality Framework to discuss, review and critically reflect upon all seven quality standards to identify quality practices and set future goals.

To allow all staff time to think, prior to the meeting the staff are provided with the appropriate National Quality Standard information and some reflective questions. During the meeting minutes are recorded of all items discussed and planned changes. These minutes are recorded by the Assistant Principal and are stored on the CPS Preschool Google Drive folder.

When reviewing a standard and assessing quality, staff

- discuss the current practices and consider if National Law and National Regulations are being met.
- discuss information shared by the P-2 Initiatives officer and ACECQA
- review evidence of practice as a team and discuss the quality of evidence or lack of evidence
- discuss our practices and consider how they relate to the preschool philosophy
- consider if more information is required from families and children to assess this standard.
- consider exceeding themes
- add new practices or adjust old practices in the DoE self reflection tool
- discuss any required improvements for the element/standard. Add to the improvement section of the self reflection tool.
- review current goals by recording progress and discussing future actions.

The preschool staff will meet weekly with the Preschool Supervisor to share and discuss agenda items such as new updates within the preschool, practices and goals, changes to the National Law or National Regulation. They also deal with any issues or concerns and further develop the school-preschool working relationship as a whole to drive continuous improvement. The preschool teacher, supervisor and P-2 Initiatives officer email regularly to ensure clear communication.

	Week 1-3	Weeks 4-5	Weeks 6-7	Weeks 8-10
Term 1	QA1	QA1	QA2	QA2
Term 2	QA3	QA3	QA5	QA5
Term 3	QA4	QA4	QA6	QA6
Term 4	QA7	QA7	Revisit all goals	

<p><b>Documentation of the outcomes of the self-assessment</b></p>	<p>The outcomes of the self-assessment in the Self Assessment and Planning (SAaP) app.</p> <ul style="list-style-type: none"> <li>● The QIP is printed off at intervals throughout the year and placed in the foyer. It is also available added to the iBooks on the preschool foyer iPad.</li> <li>● The Assistant Principal Preschool and the preschool teacher are responsible for maintaining the QIP, adding updates and progress notes.</li> <li>● The QIP is updated during weekly preschool meetings.</li> </ul>
<p><b>Implement, evaluate and review</b></p>	<p>Any identified changes be trialled for a set period to evaluate if the change has the desired impact and to determine if an improvement has been made.</p> <ul style="list-style-type: none"> <li>● Evaluation of changes will occur through whole preschool staff discussion and through family feedback.</li> <li>● The assistant principal preschool will update related procedures accordingly when required.</li> </ul>
<p><b>Procedures – review</b></p>	<p>Local Procedures are reviewed annually or at point of need as part of our continuous improvement plan.</p> <p>During a scheduled preschool meeting, all staff are provided with a copy of the procedures being reviewed.</p> <p>Staff:</p> <ul style="list-style-type: none"> <li>- Read through the current procedure</li> <li>- Discuss any new National laws or regulations and new information around best practice from other evidence based resources.</li> <li>- Discuss the DoE Leading and Operating Department Preschool Guidelines and how the procedure follows Department rules.</li> <li>- Discuss how the procedure is working in the preschool. Is it clear enough? Does it reflect the preschool philosophy (if appropriate)?</li> <li>- Discuss any parent/child/community feedback, complaints and any records of serious incidents.</li> <li>- Discuss required changes</li> </ul> <p>The AP Preschool</p> <ul style="list-style-type: none"> <li>- Makes all required changes to the procedure</li> <li>- Emails the draft reviewed procedures to the Executive Principal</li> <li>- Displays draft reviewed procedures in the preschool foyer.</li> <li>- Loads the draft reviewed procedure on Kinderloop for parent feedback.</li> <li>- Once the procedure has been presented at P&amp;C, makes any suggested changes.</li> <li>- Loads reviewed procedure on ipad.</li> </ul> <p>Executive Principal</p> <ul style="list-style-type: none"> <li>- Presents the draft reviewed procedure to P&amp;C for feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>- Any feedback is shared with the Preschool AP.</li> </ul> <p>Procedures may also need reviewing in response to particular situations:</p> <ul style="list-style-type: none"> <li>● to rectify a recurring problem</li> <li>● an incident or injury</li> <li>● to address a complaint</li> <li>● as directed by an authorised officer from ECE</li> <li>● as new research becomes available</li> </ul>
<b>Procedures – Families</b>	<ul style="list-style-type: none"> <li>● A summarised version of procedures are shared with families through the preschool information book, which is received upon enrolment. All procedures are also available on the Coonamble Public School web page. CPS Preschool procedures are available at any time from the preschool.</li> </ul>
<b>Procedures – Storage and accessibility</b>	<ul style="list-style-type: none"> <li>● The date of a change and the procedural change is recorded at the bottom of each procedure.</li> <li>● The procedures are stored in Google Drive - CPS Preschool - QA7 Leadership- Policies and Procedures. They are also available on the Coonamble Public School Website and on the preschool foyer iPad.</li> </ul>
<b>School Improvement Plan</b>	<p>The preschool QIP goals are often added to the school improvement plan (SIP) in the relevant strategic direction. The preschool staff have set tasks in the SIP to complete and review. The Preschool AP is responsible for adding to the SIP.</p>

## CPS Preschool Procedure Review Schedule

CPS Procedure	Previous Review Date	Latest Review Date	Preschool Staff Members Present for the Review
Nutrition , food, beverages and dietary requirements			
Sun Protection			
Delivery and collection of children			
Dealing with complaints			
Providing a child safe environment			
Staffing			
Dealing with Medical Conditions in Preschool			
Emergency Procedures - including emergency risk assessments			
Interactions With Children (includes behavior support)			
Transportation of children procedure (country bus or ASC bus)			
Sustainability Procedure			
Risk assessments - indoor			
Bush fire (CPS)			



Evacuation/ Lockdown & Emergency Management Plan (CPS)			
Alert and Contain (CPS)			
Dealing with infectious diseases			
Physical activity and screen time			
Risk assessments - Play G.			
Induction			
Administration of First Aid			
Transition to Kindergarten			
Governance and management of the service			
Incident Injury, Trauma and Illness			
Risk assessment - main school			
Handwashing			
Nappy changing and toileting			
Enrolment and Orientation Procedure			

Payment of Fees and Provision of a Statement Fee Procedure			
Parent and Community Participation feedback Procedure			
CPS Off Site RMP & Self Assessment			
PB4L Procedure			
Rest time			
Excursion Procedure			
Transportation of children procedure (other than excursions)-including Note and RMP			
Acceptance and Refusal of Authorisations			
Water Procedure			
Volunteers & practicum Induction			
Programming Procedure			
Self Assessment and Continuous Improvement Plan			

## Additional Support

The CPS Preschool team ensure that our service goes beyond the requirements of the National Quality Standard. We are committed to improving our Assessment and Rating outcome of 'meeting'. We value the guidance and support that collaborative relationships offer.

Educators and the Preschool Leadership team are aware that support and advice is available from the Department of Education Early Learning team through phone calls and Department of Education internal email. We will continue to use the expertise of these professionals to enhance our learning environment and build strong working relationships.

### Record of procedure's review

Record of procedure's review
<b>Date of review and who was involved</b>
11/8/2021 Carolyn Jones, Natalie Kenny, Shiralee Robinson and Annette Thomson
<b>Key changes made and reason/s why</b>
Format was changed to make the procedure more comprehensive and in line with the 'Leading and Operating Department Preschool Guidelines'
<b>Record of communication of significant changes to relevant stakeholders</b>
Procedure will be presented at the next P&C meeting by Annette Thomson and added to Kinderloop for parents/carers to view.

Record of procedure's review
<b>Date of review and who was involved</b>

7/12/22 Carolyn Jones, Miriam McKeown and Leanne McMaster

**Key changes made and reason/s why**

Formatting

**Record of communication of significant changes to relevant stakeholders**

Procedure will be presented at the next P&C meeting by Annette Thomson and added to Kinderloop for parents/carers to view.

<b>Date of review</b>	28/2/24
<b>Who was involved</b>	Miriam McKeown, Annette Thomson, Leanne McMaster, Carolyn Jones & Shiralee Robinson
<b>Key changes made and reason why</b>	Formatting
<b>Record of communication of significant changes to relevant stakeholders</b>	<p>Principal: Emailed to principal 20/3/24 to present to P&amp;C at the next meeting.</p> <p>Staff: Shared with all staff during the review meeting 28/2/24</p> <p>Parents: Added to Kinderloop for feedback 20/3/24</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>

